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ABSTRACT

The School-Community Questionnaire (SCQ) was sent to school coordinators of each of the 32 Nova Scotia community schools in an attempt to answer 2 major questions: "How many community schools are presently operating in Nova Scotia?" and "To what degree are components of community school education developed in their programs?" The questionnaire was based on Minzey's major components of community education: an educational program for grades 1-12, joint use of school and community facilities, additional programs for school-age children and youth, programs for adults, delivery and coordination of community services, and community involvement. Administration was added as a component, because literature suggested that sufficient funds and an administrator involved in promoting community-school relations were essential to successful community school education. Data indicated that: (1) although 32 schools were identified by the Department of Education for community school funding purposes, only 8 scored at least half as well as a hypothetical model community school; (2) the community school concept was not well developed in Nova Scotia and was poorly understood by the community school coordinators; and (3) further efforts should be directed to providing and training competent community school coordinators and providing information to school boards and principals. Appendices consist of the SCQ and explanatory material. (CM)

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Community School Development in Nova Scotia

Keith C. Sullivan and Gordon Michael

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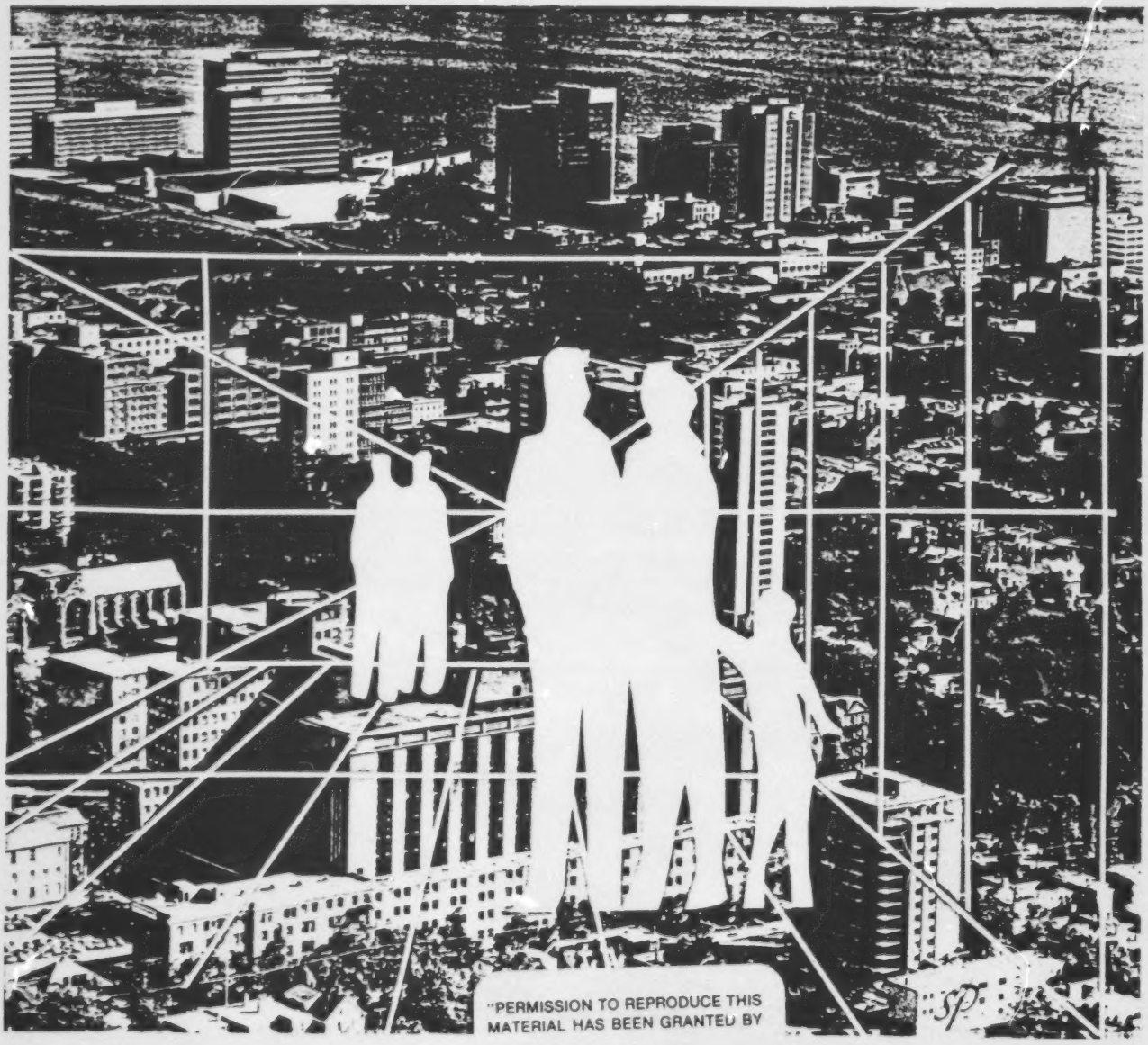

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COMMUNITY SCHOOL DEVELOPMENT IN NOVA SCOTIA

Keith C. Sullivan and Gordon Michael

October, 1979

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COMMUNITY SCHOOL DEVELOPMENT IN NOVA SCOTIA

Introduction

Similar to other provinces in Canada, the trend with Nova Scotian school system jurisdictions is to amalgamate numerous small districts into one larger district. Many types of school boards in a smaller jurisdiction are disbanded to form one larger board with control over the entire district. The last Provincial Conservative Government actively pursued the amalgamation of boards, and the present Conservative Government seems to be following the same amalgamation trend. Many writers, such as Seay (1974), Gittell (1970) and Hodgson (1972) believe that the trend toward centralization of school services has made life more impersonal for many people and has struck at the basic democratic principle of local control of education. They each suggest that one way to increase the personal nature of life is to encourage people to develop a sense of community and to have control over the local education system. In addition, they propose the concept of community education as one method to develop or maintain a sense of community.

Evidence of a desire to develop the components of community education in Nova Scotia is available in the literature as early as 1974 (MacLean, 1974) and many of the basic points of community education were advocated again in 1974 by The Nova Scotia Royal Commission on Education, Public Services and Provincial-Municipal Relations, Volume III (Government of Nova Scotia, 1974).

Presently, in Nova Scotia, many school systems advertise and promote at least some of their schools as community schools. The Halifax City School Board classifies seven of their schools as community schools and provides these schools with extra remuneration and staff for delivering community education. The Halifax County School system also has designated seven of its schools as community schools,

and the Nova Scotia Department of Education funds thirteen Nova Scotia school districts specifically for community schools.

The Nova Scotia provincial government has drafted new provincial legislation[1] to increase and extend the financial assistance to community schools in the province. Basically the provincial government will provide a maximum of $5,000.00 to individual schools as a portion of the coordinator's salary (N.S. Education Act, Section 3.4) provided the coordinator is engaged by the Board and released on a percentage time basis to perform community school duties.

The Problem and Importance of This Study

Problems

The major problem of this study was to analyze the community education concept in community schools in the province of Nova Scotia. Since there is much disagreement over the definition of the term "community schools", the first specific problem was to identify the schools in Nova Scotia which were classified by the Department of Education as "community schools" and, second, to determine the components of their school programs.

The two major questions to which this study sought answers were: "How many community schools are presently operating in Nova Scotia?" and "To what degree are the components of community school education developed in their programs?".

Importance of the Study

With the increasing interest in community schools throughout Nova Scotia and the lack of research on the subject, the area appeared appropriate for study. The need for studies in this area was underlined by Musella (Coutts, 1975:88), in his address entitled "Critical Issues Facing Educational Administration: Direction for Future Research". One of his nine critical issues facing educational administration in the future was community education.

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1. This legislation was not operational while the data for this study was being collected.

In addition, Hiemstra (1972:114) wrote that institutions of higher education should carry out the total evaluation of various community projects and programs and provide evaluation consultation. This report could be identified as such a study, i.e. an evaluation of ongoing community education in Nova Scotia.

Only two major Canadian studies in community education have been completed. The first was by one of the authors of this study, Sullivan (1976), and the second was by Peter Prout (1977). The Sullivan study was similar to this study but was completed in the province of Alberta. The Prout study examined the trends and possible development of community education across Canada. These two studies were part of a larger study by the Alberta Government on community education (Roberts, 1976). These are the only major studies in community education in Canada known to the authors of this Nova Scotia study.

Definition of Terms

The following definitions of terms were utilized throughout this study.

Community Education - This term represents a philosophical concept providing for the educational needs of community members (Minzey & LeTarte, 1972:19). To facilitate operationalization of this term, the following components composed community school education for this study: P-12 program available to children and adults; joint use of school and community facilities; programs (additional to the P-12 program) for children and adults; delivery and/or coordination of community services; administration time and money for community school education; and community involvement in decision-making. These activities were coordinated from the school building.

Community School Coordinator - A person formally assigned to coordinate community school education activities is referred to as a "community school coordinator".

Community School Council - This term refers to a community of people formally assigned to advise on school activities. Some members of this committee must be community members not employed at the school.

School Community - The people who work and/or reside in the geographic and legal boundaries of the school are designated as the "school community".

Delimitations, Assumptions and Limitations of the Study

Delimitations - This study was confined to schools in Nova Scotia identified by the Department of Education as community schools. Of all the possible characteristics of community schools, a number were selected as pertinent to the study as indicated in the Conceptual Framework section.

Limitations - The utilization of questionnaires and interviews to gather data caused the major limitations of this study. The fact that this study of community schools was cross-sectional and place bound, placed a further limitation on the conclusions reached and introduced problems for generalization.

Assumption - It was assumed that the scores obtained from the School Community Questionnaire (see Appendix I) on the dimensions of community school education can be compared and ranked.

Research Design and Methodology

Conceptual Framework

The conceptual framework used in this study deals with the basic components necessary to community education programs as outlined by Minzey

(1974). He lists the following six components as being essential to an effective community education program:

Educational Program for School-age Children - This component of community education is already available and operating in public schools. It is included in the basic components, so that the Primary to 12 program is seen in its proper perspective, i.e., as a vital part of community education.

The major change to be made to the regular school curriculum, in relation to community education, is to make the curriculum more community based and relevant to everyday living. This could be accomplished by such things as work-experience projects, guest lecturers, community visitations and curriculum development to reflect the local community.

Joint Use of School and Community Facilities - This component of community education involves the use of school buildings and facilities by community members. In addition, the component includes the use of community facilities such as swimming pools and rinks, by the school staff and students.

Additional Programs for School-age Children and Youth - This aspect of community education includes programs which are available for school-age children before and after school hours, on weekends and during holidays.

Programs for Adults - Programs for adults in the community are included as part of the community education concept, as the student body is perceived as all of the people residing in the community served by the school. Adults should be free to participate in regular academic programs and in programs specifically designed for this segment of the population, e.g. pottery, high school equivalency testing.

Delivery and Coordination of Community Services - One of the basic components of community education involves the coordination of existing services in the community to allow coordination of physical and human resources. This coordination would hopefully alleviate any problems with duplication of programs.

Community Involvement - Community involvement is the final component in Minzey's community education conceptual framework. Community members are to be involved in all aspects of decision-making with respect to the community education. This is usually accomplished by the formation of community councils composed of representatives from many sectors of the community.

Administration - For the purpose of this study, one component was added to Minzey's conceptual framework of community education. This component was entitled administration, and involves the financial and personnel problems of organizing and operating a community school.

Instrumentation

The School-Community Questionnaire (SCQ), as shown in the appendix, was developed by Sullivan (1976). The framework for the questionnaire was taken from Minzey's (1974) six major components of community education as described above; i.e. 1-12 program, joint use of school and community facilities, additional programs for school-age children, programs for adults, delivery and coordination of community services, and community involvement.

A seventh component, administration, was added because much of the literature suggests that community school education cannot be pursued with much success without sufficient funds and an administrator or coordinator spending a considerable amount of time promoting community school relations.

Since the SCQ was used to identify the degree to which a school had developed a community school education concept, a quantitative aspect was built into the SCQ. Consequently, the questionnaire was designed so that a hypothetical model school would score four points on each section and twenty-eight points for the total SCQ. However, it was possible to score more than 28 points on the SCQ. See Appendix II for a detailed description of the scoring procedure for the SCQ.

On-Site Interview - An interview with the coordinator was conducted to see if the SCQ was understood and if supplemental information should be added. The interview schedule was developed directly from the conceptual framework of the SCQ and was of a scheduled, standardized form with questions of the open variety (Richardson, et al. 1965:36, 147).

Population

The population of community schools for this study was identified by using the list of schools given funding by the Nova Scotia Department of Education for the purposes of operating a community school. Thirty-two schools throughout Nova Scotia were identified in this way and used in the study.

Data Collection

In September, 1978, a letter (see Appendix III) and a copy of the SCQ were sent to community school coordinators of each of the 32 schools. The letter asked them to complete the SCQ and retain it at the school until a visitation could be made, at which time a general discussion about the SCQ and the school would be held. The interviewer reviewed the points in the questionnaire at the interview to see if the school personnel had understood the questions. In this way, all schools were visited and SCQ's retrieved.

Treatment of the Data

The SCQ data were described by utilizing percentages and frequencies. Data for each individual school were reported as total scores for each of the seven SCQ dimensions and a grand total. Finally, means for the community schools on each of the SCQ dimensions, were calculated.

Individual, isolated pieces of information deemed important by the researchers from the interviews, are reported throughout the Analysis of Data sections.

Analysis of Data

Introduction

These sections present the analysis of data in nine major divisions. The first division describes the demographic composition of the schools in the study. The next seven divisions outline the results from the SCQ on the dimensions of community school education utilized in this study. The final section analyzes the total mean data for the 30 community schools.

Demographic Description of Nova Scotia Community Schools

About half of the Nova Scotia community schools were found in the Halifax, Dartmouth and Halifax County school districts. Outside of these metropolitan areas, community schools were sporadically located throughout the province. Eleven community schools were in urban areas of over 5,000 population while the other 19 community schools were located in communities of less than 5,000 people.

With respect to the age of people served by the Community Schools, a wide variety of schools was included in the population. A list of the types of schools by grade are given below in Table 1. Generally, community

schools served elementary and/or junior high students. Only one community school served high school students exclusively.

Table 1

Number of Nova Scotia Community Schools by Grade Level

Grades	Community Schools	Grades	Community Schools
1-4	1	P-12	3
P-5	1	5-9	1
P-6	5	6-10	1
P-7	2	7-9	6
P-8	1	7-12	3
P-9	4	10-12	1

One urban community school utilized 4 school buildings

Roughly one-half of the community schools have the majority of the students bused to school, indicating that their school communities were quite large. One community school was unique in that it utilized four school buildings for its programs. However, it was mainly involved with programs for adults and did not place much emphases on the other components of of community school education.

Joint Use of School and Community Resources (Y_1)

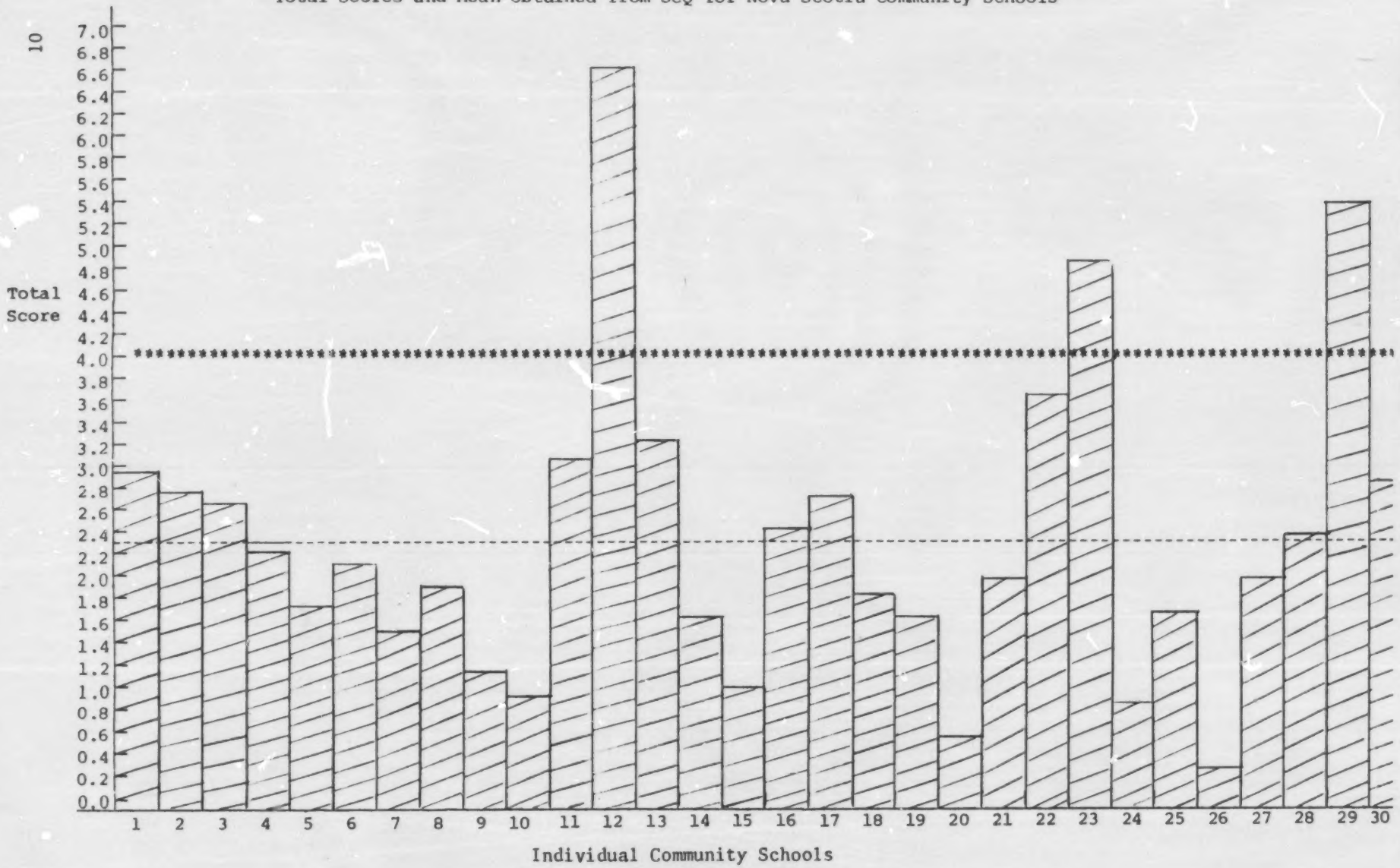
Data - The SCQ scores for the component entitled "Joint Use of School and Community Resources" are presented in Figure 1. The scores ranged from a high of 6.8 to a low of 0.4, producing a mean score of 2.4. The hypothetical model community school scored four points on this component.

Figure 1

Joint Use of School and Community Resources (Y_1)

Community Education Component One

Total Scores and Mean Obtained from SCQ for Nova Scotia Community Schools



Discussion - From this data it appears that Nova Scotia community schools are sharing school and community resources to only half of the extent which community educators would advocate. The joint use of facilities, in relation to the other community school education components, is usually quite easy to develop. However, there appears to be much room left for Nova Scotia schools to open their doors to the public and share already existing community facilities. Of course, there are some exceptions and the SCQ scores indicate that three Nova Scotia community schools are utilizing both school and community resources very well.

P-12 Program (Y_2)

Results - Figure 2 presents the SCQ scores for the "P-12 Program" component. The high and low scores were 4.2 and 0.0 respectively. A score of 4.0 points was obtained by the hypothetical model school and the mean score for Nova Scotia community schools was 2.07 points. Information on this component was not available from the community school coordinators of six community schools.

Discussion - A few community schools scored well on this P-12 Program, but the low mean score indicates that increased effort should be placed in this area. However, the most interesting result was the unavailability of information on this component from six coordinators. These coordinators did not see the need to be involved in the regular school program. They were not able to address the problem of providing a P-12 curriculum which was relevant to their local community.

Additional Programs for School-age Children (Y_3)

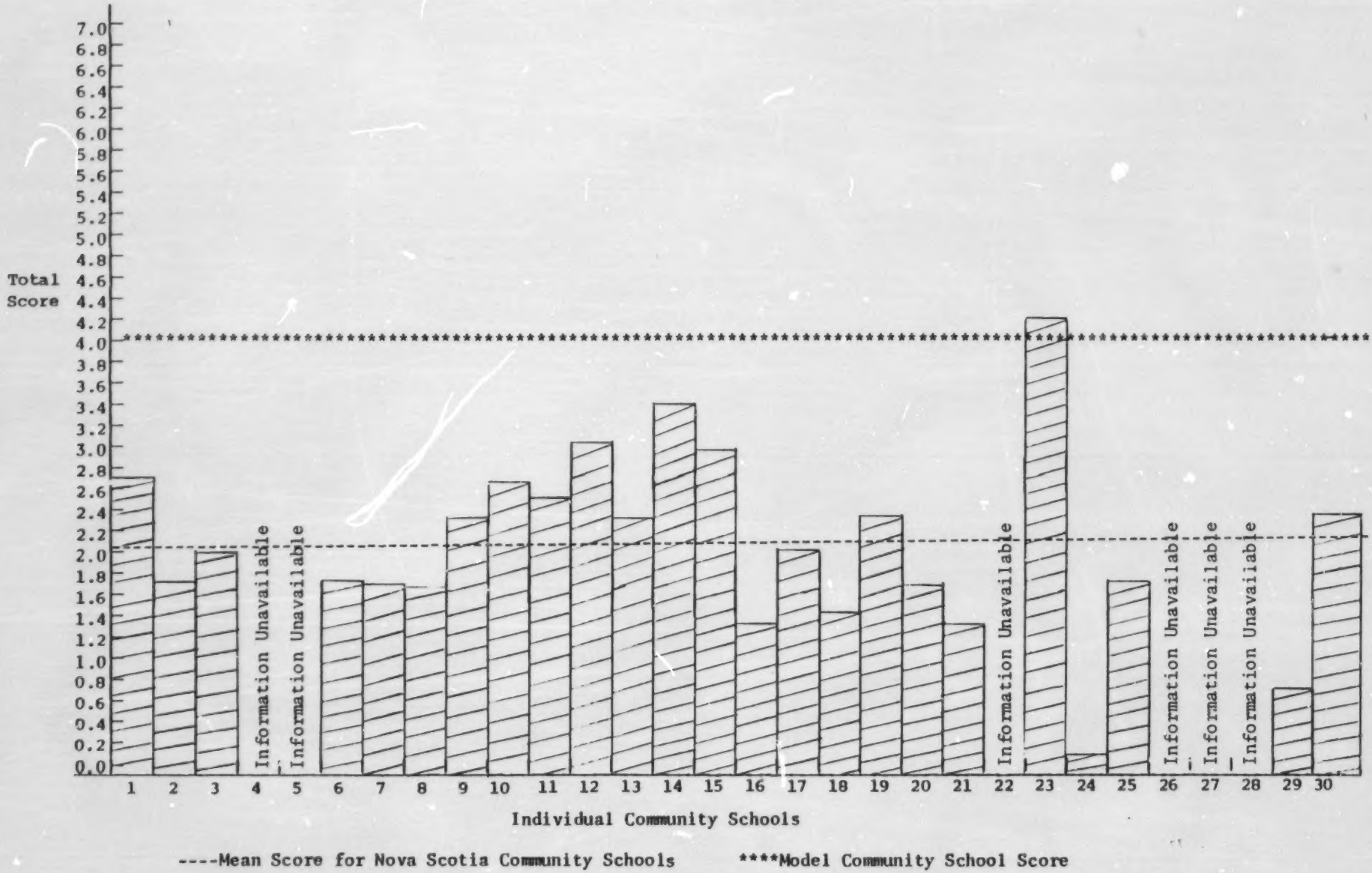
Results - The data for the third SCQ component "Additional Programs for

Figure 2

1 - 12 Program (Y_2)

Community Education Component Two

Total Scores and Mean Obtained from SCQ for Nova Scotia Community Schools



School-age Children" are presented in Figure 3 and range from two schools showing very high scores at 6.6 points and five schools scoring no points at all. This component was designed so that the hypothetical model school would score 4.0 points. The Nova Scotia community schools total mean for this component was only 1.5. Ten schools were above the mean and of these, six schools had a majority of their students bused to school.

Discussion - The data for this component suggests that Nova Scotia community schools are not heavily involved in providing additional programs for school-age children. It would appear that many more programs for the children could be developed at these schools. It is interesting to note that more than half of the schools that scored above the mean had the majority of their students bused to school. Therefore, busing students does not seem to be a hindrance to providing additional programs for school-age children.

Programs for Adults (Y_4)

Results - The fourth component's data are presented in Figure 4. This component measured the extent to which programs for adults were developed, allowing a model community school to score 4.0 points. Nova Scotia community schools ranged from 0.0 to 5.2 points with a mean of 1.8 points. Eleven schools scored above the mean. Seven of these eleven had the majority of their students bused to school.

Discussion - Once again the community schools of Nova Scotia have not provided a component of community education (adult programming) to half the extent that they would exist in a model community school. Two of the community schools provided no adult programs at all.

Figure 3

Additional Programs for School Age Children (Y_2)

Community Education Component Three

Total Scores and Mean Obtained from SCQ for Nova Scotia Community Schools

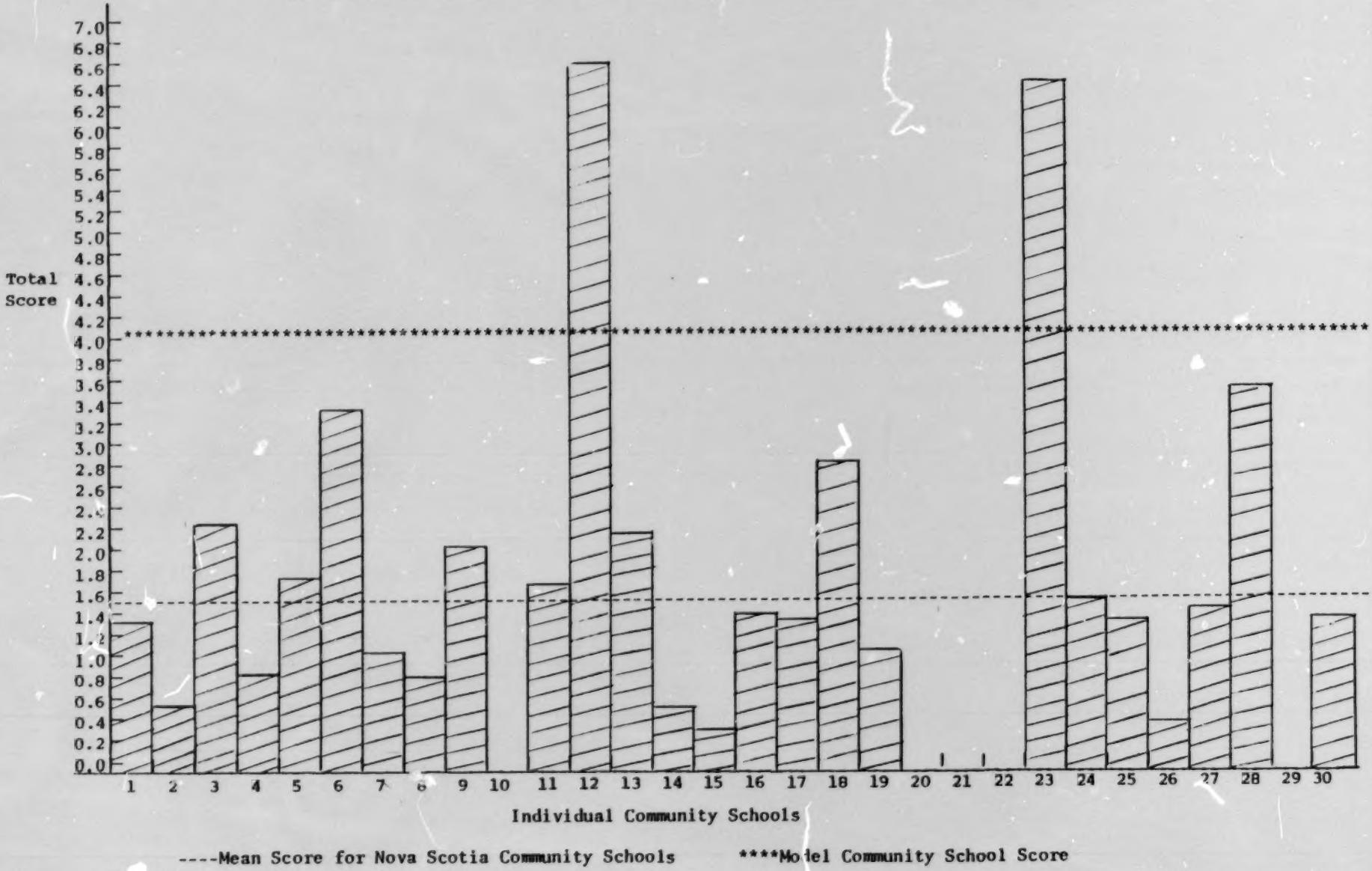
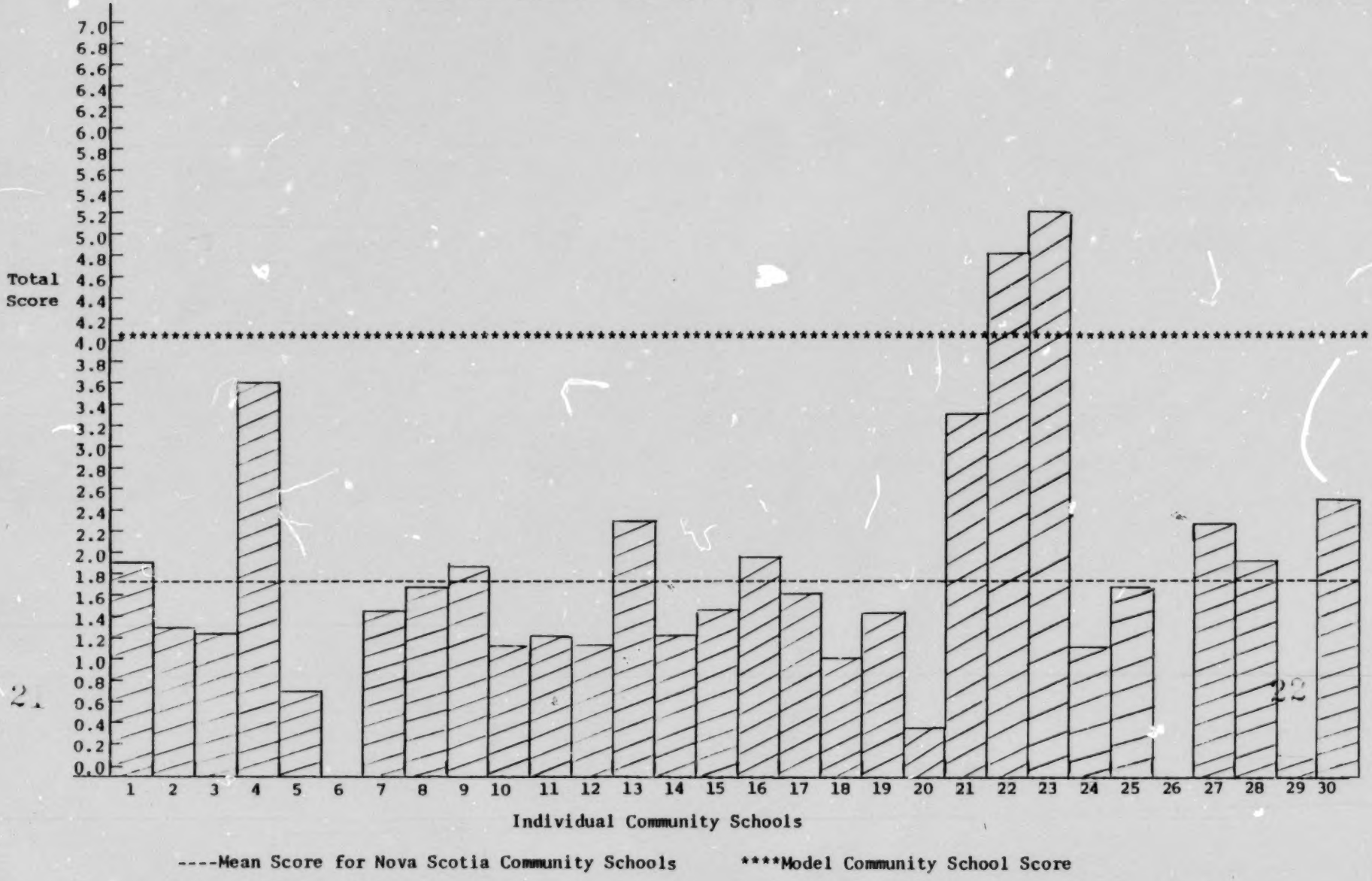


Figure 4

Programs for Adults (Y_4)

Community Education Component Four

Total Scores and Mean Obtained from SCQ for Nova Scotia Community Schools



With the decline in birth rates changing the proportion of adults in the Nova Scotia population, all schools, and particularly community schools, should be aware of this growing adult proportion of our population and start to provide programs for them. In the future, adult programming in schools could provide the needed community support for maintaining an expensive public education system.

Coordination of Service (Y_5)

Results - Figure 5 presents the data for the SCQ component measuring the extent that community services are coordinated in the community. A model community school would score four points on this component. Nova Scotia community schools ranged from 13 schools scoring no points to one school scoring 9.2 points, with the mean score being 1.5 points. Seventeen of the 30 community schools had done some cooperative work with other agencies. Of these, ten were rural and seven were urban schools.

Discussion - It seems difficult to believe that 13 of the Nova Scotia community schools would indicate no coordination of services. These results and the low mean score of 1.5 would indicate that a great deal of work should be done with these schools to encourage them to work with other agencies and organizations in the community to coordinate services for the maximum benefit to the community.

Community Involvement (Y_6)

Results - The SCQ data for community involvement in the schools are presented in Figure 6. Similar to the scores for the other components, the mean of 1.8 points is well below the 4.0 points scored by the model community

Figure 5

Coordination of Service (Y_5)

Community Education Component Five

Total Scores and Mean Obtained from SCQ
for Nova Scotia Community Schools

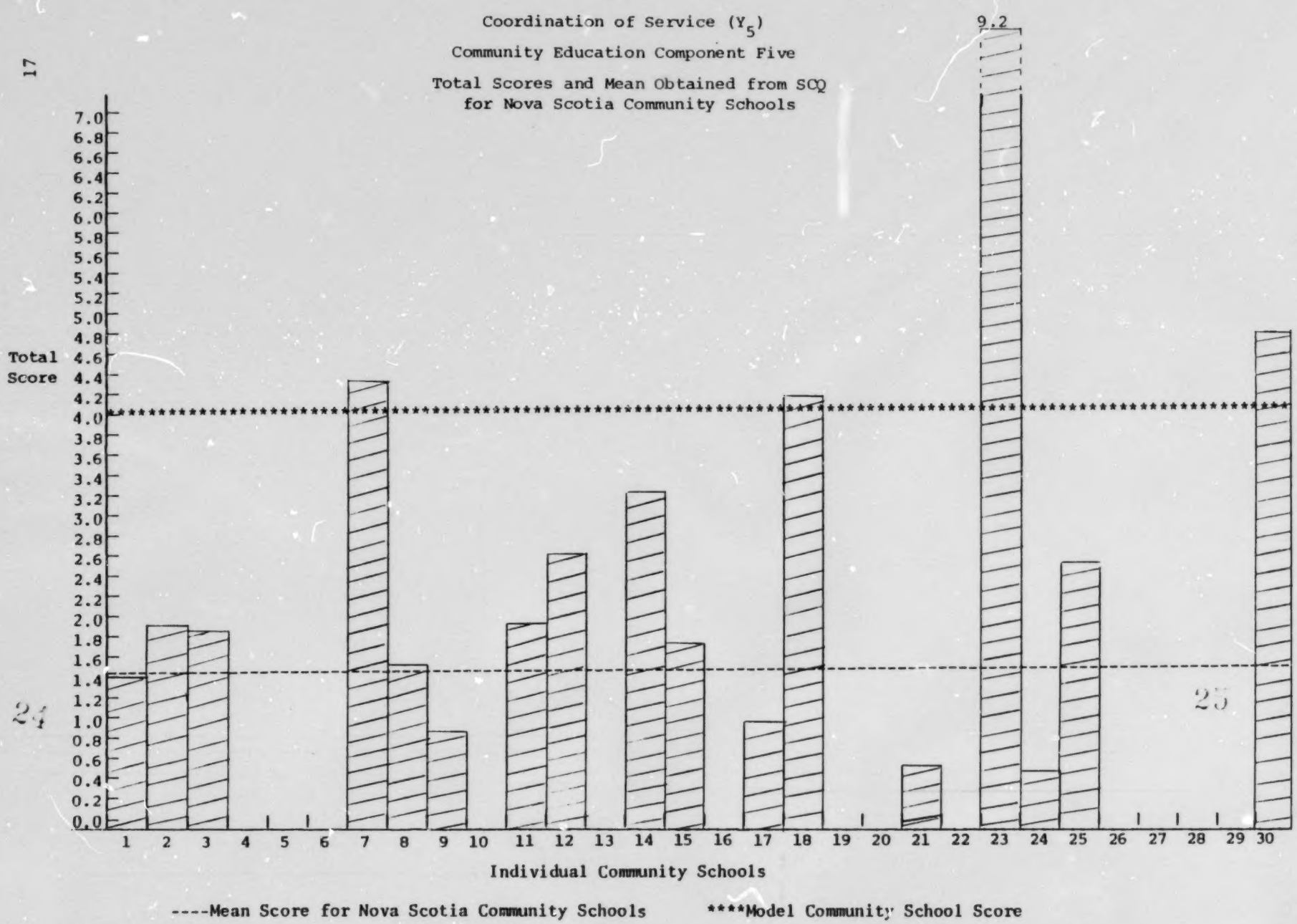
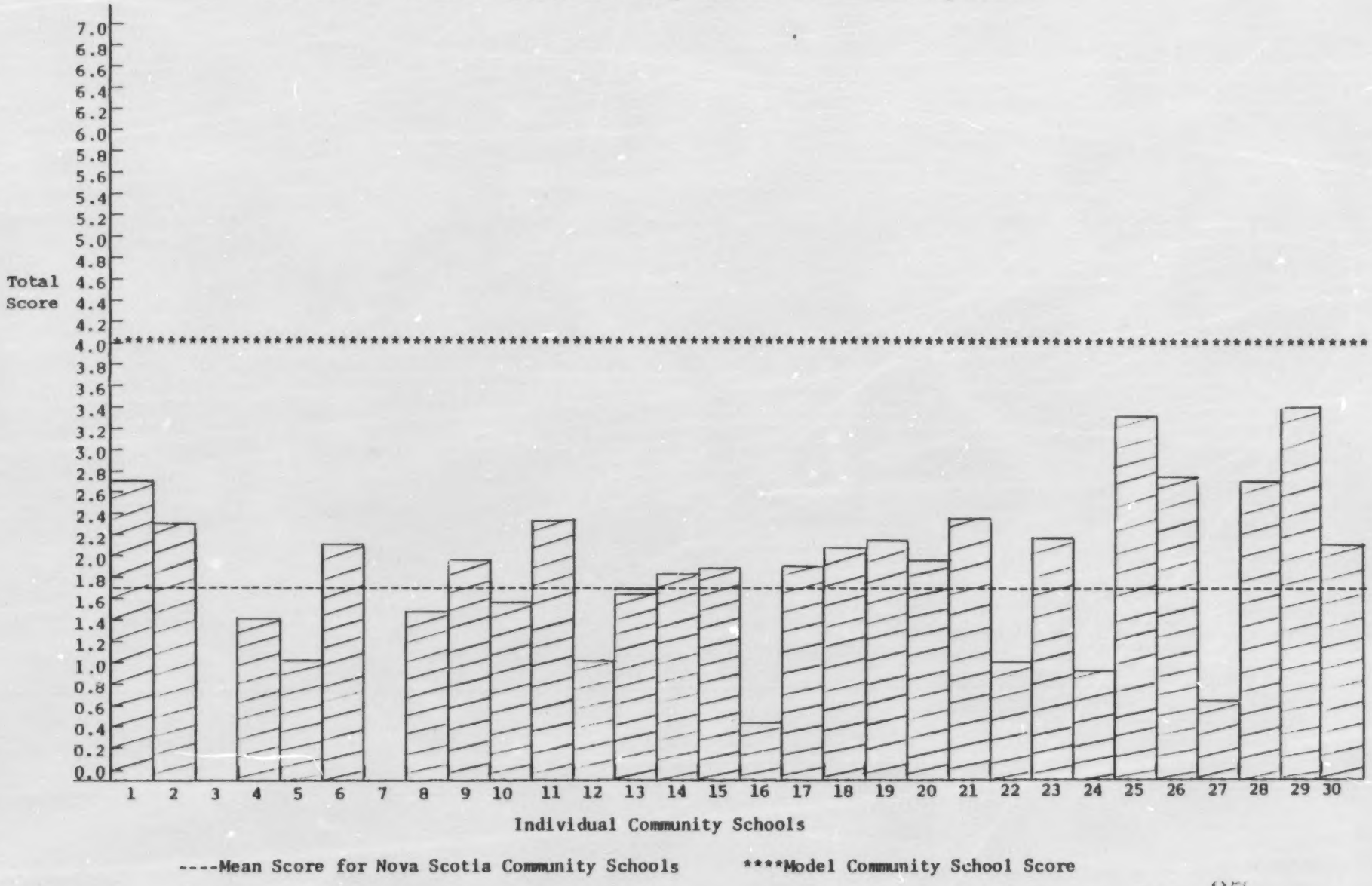


Figure 6

Community Involvement (Y_6)

Community Education Component Six

Total Scores and Mean Obtained from SCQ for Nova Scotia Community Schools



school. The range of scores, 0.0 to 3.4 points, is not as wide as that for the other components.

Eighteen schools scored above the mean of 1.8 points. All of these schools had a community council composed of at least four of the ten different groups of people listed on the questionnaire, e.g., school administrators, parents, etc. Two Nova Scotia community schools had no council of any type and one had a council but the council had never met.

Discussion - Community involvement is one of the most difficult components of community school education to implement. Although two of the Nova Scotia community schools indicated no development of this component, the data suggests that Nova Scotia community schools have made considerable effort to involve the community members in decision-making and open the decision-making process up to the scrutiny of the community. However, this component is only half as well developed as the model community school which allows plenty of room for improvement.

Administration (Y_7)

Results - Data for the SCQ component measuring administrative aspects of community schools is presented in Figure 7. The scores range from seven schools scoring no points and two schools scoring 4.0 points. The mean was 2.3 points and the model community school, once again scores 4.0 points.

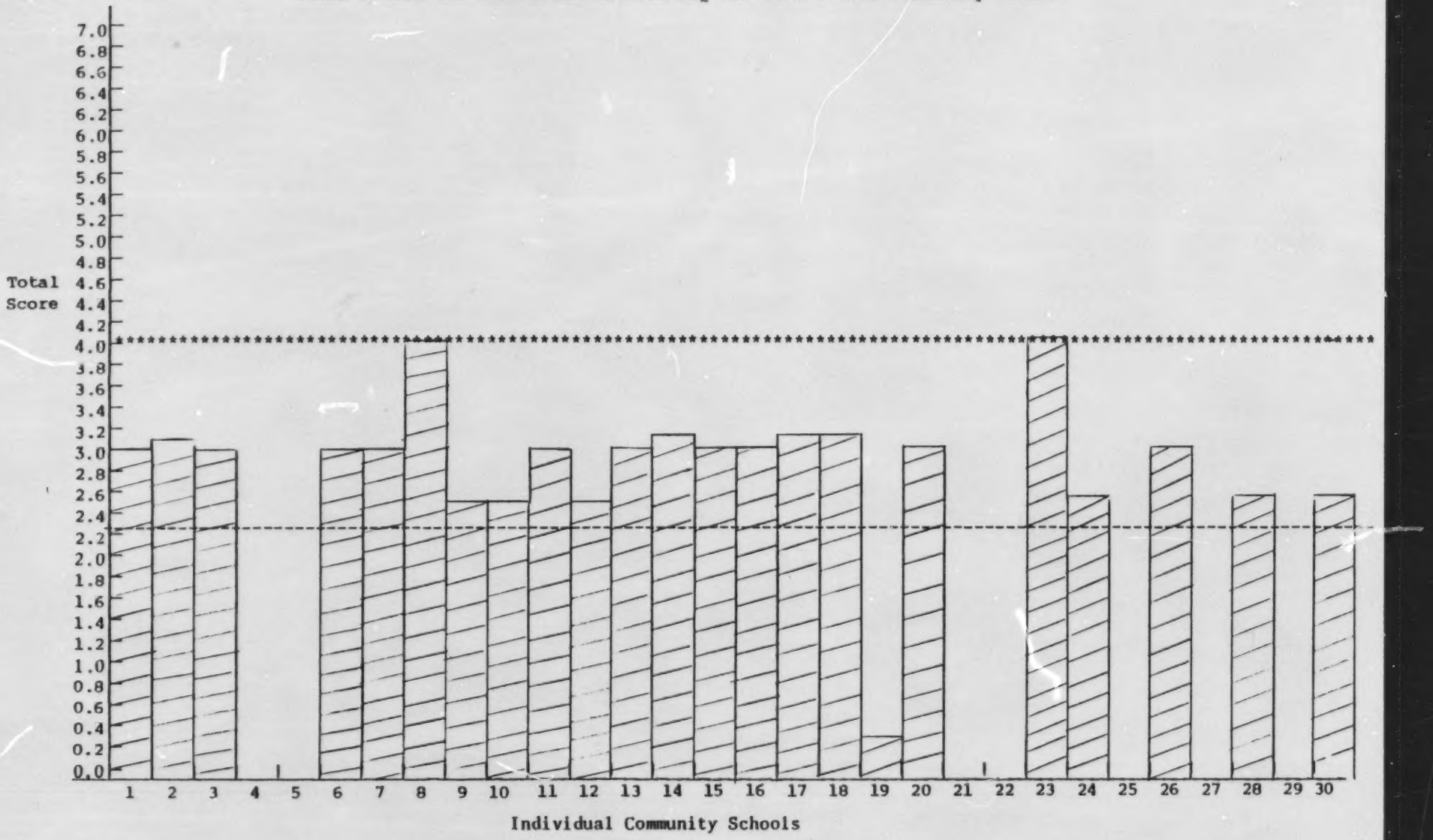
Nine schools, all in the Halifax-Dartmouth metropolitan area, had teachers serving as part time coordinators. Usually one-half of their time was released from regular education duties to be spent on coordinating community school activities.

Figure 7

Administration (Y_7)

Community Education Component Seven

Total Scores and Mean Obtained from SCQ for Nova Scotia Community Schools



Seven other schools had educators such as principals, vice-principals or full-time teachers as coordinators. Generally, they were paid $500.00 to $1,000.00 for their duties and no reduction of their regular duties was made. In total, there were sixteen coordinators of community schools in Nova Scotia who were professional educators.

Fourteen other schools in the sample, had non-professional educators as coordinators. Some examples of these coordinators' "occupations" are, housewife, retired person, nursery school employee, and school trustee. They received the same remuneration as the "non-released-time" professional educators mentioned above, i.e., $500.00 to $1,000.00. One school was unique in having a teacher from another school jurisdiction as a part-time coordinator. This teacher taught one half time in another school many miles away from the community school.

Discussion - The majority of community schools in Nova Scotia certainly seem to have grasped the importance of having a community school coordinator, i.e., someone having the coordination of community school activities as a specified part of their role. Unfortunately, many of these coordinators either have a full workload as teachers or principals and must do these activities in addition to the regular duties, or they are able to devote their time and yet are paid very poorly for their duties. It is important to note that recently the province of Nova Scotia has passed legislation which will increase the amount of monies available to school systems for community school coordinators. This should allow community schools to release more employee time for community school activities and/or pay the community school coordinator more adequately.

Total Scores for Nova Scotia Community Schools

Results - The data for the mean scores of each SCQ component are given in Table 2. The hypothetical model community school scored four points on each of the seven components for a total score of 28 points. The highest score, and, therefore, the component best developed in Nova Scotia community schools, was 2.3 points for the Joint Use of School and Community Resources. The second best developed component was Administration with a score of 2.2 points. All other scores for the SCQ components were under 2.1 points, with the least developed components being Coordination of Service and Additional Programs for School-age Children, with scores of 1.5 and 1.6 points, respectively.

Discussion - The data in Table 2 emphasized that the 30 community schools in Nova Scotia have a rather good grasp of community education, but also have a great deal of development to complete. The total mean score of 13.2 is less than half of the score for the hypothetical model community school of 28 points. This total score is not out of line with another province in Canada where a similar study was completed. Table 3 (Sullivan, 1978, 209) shows the scores for 83 Alberta community schools in 1976. These community schools were scoring an average of 13.8 points on the SCQ.

The most effort for improvement must be placed on encouraging coordination of community services and providing additional programs for school-age children. Although, overall there is certainly room for improvement on every dimension.

Conclusion

In concluding, the two basic questions posed in the Problem Section (page 2) will be addressed: first, "How many community schools are presently operating in Nova Scotia?" and, second, "To what degree are the components of community school education developed in their programs?"

Table 2

MEAN SCORES ON COMMUNITY SCHOOL EDUCATION COMPONENTS FOR THE THIRTY NOVA SCOTIA COMMUNITY SCHOOLS

Community School Education Components	Mean Score	Score for Hypothetical Model Community School
1) Joint Use of School and Community Resources	2.3	4.0
2) 1-12 Program	1.7	4.0
3) Additional Programs for School Age Children	1.6	4.0
4) Programs for Adults	1.7	4.0
5) Coordination of Service	1.5	4.0
6) Community Involvement	1.7	4.0
7) Administration	2.2	4.0
TOTAL	12.7	28.0

Table 3

MEAN SCORES ON COMMUNITY SCHOOL EDUCATION COMPONENTS FOR THE EIGHTY-THREE ALBERTA COMMUNITY SCHOOLS

Community School Education Components	Mean Score	Score for Hypothetical Model Community School
1) Education program for school age children	2.3	4.0
2) Joint use of school and community facilities	1.7	4.0
3) Additional programs for school age children and youth	2.6	4.0
4) Programs for adults	1.0	4.0
5) Delivery and coordination of community services	3.4	4.0
6) Community involvement	1.2	4.0
7) Administration	1.6	4.0
TOTAL	13.8	28.0

The answers to these two questions are difficult to separate in light of the data collected. Although 32 schools were identified by the Department of Education for community school funding purposes, only eight of the schools scored at least half as well as the model community school (see Figure 8) [1]. These eight schools could be considered well on the way to becoming or already being good community schools. The other schools definitely need to evaluate their activities in order to adequately address the total concept of community education.

In general, the study lends support to two basic conclusions. First, although community schools already exist in Nova Scotia, the total concept is not well developed. Second, the concept is poorly understood by the present leaders, i.e., community school coordinators. With reference to the data for the seven components of community schools, administrators are available to a greater extent than the community school components are developed.

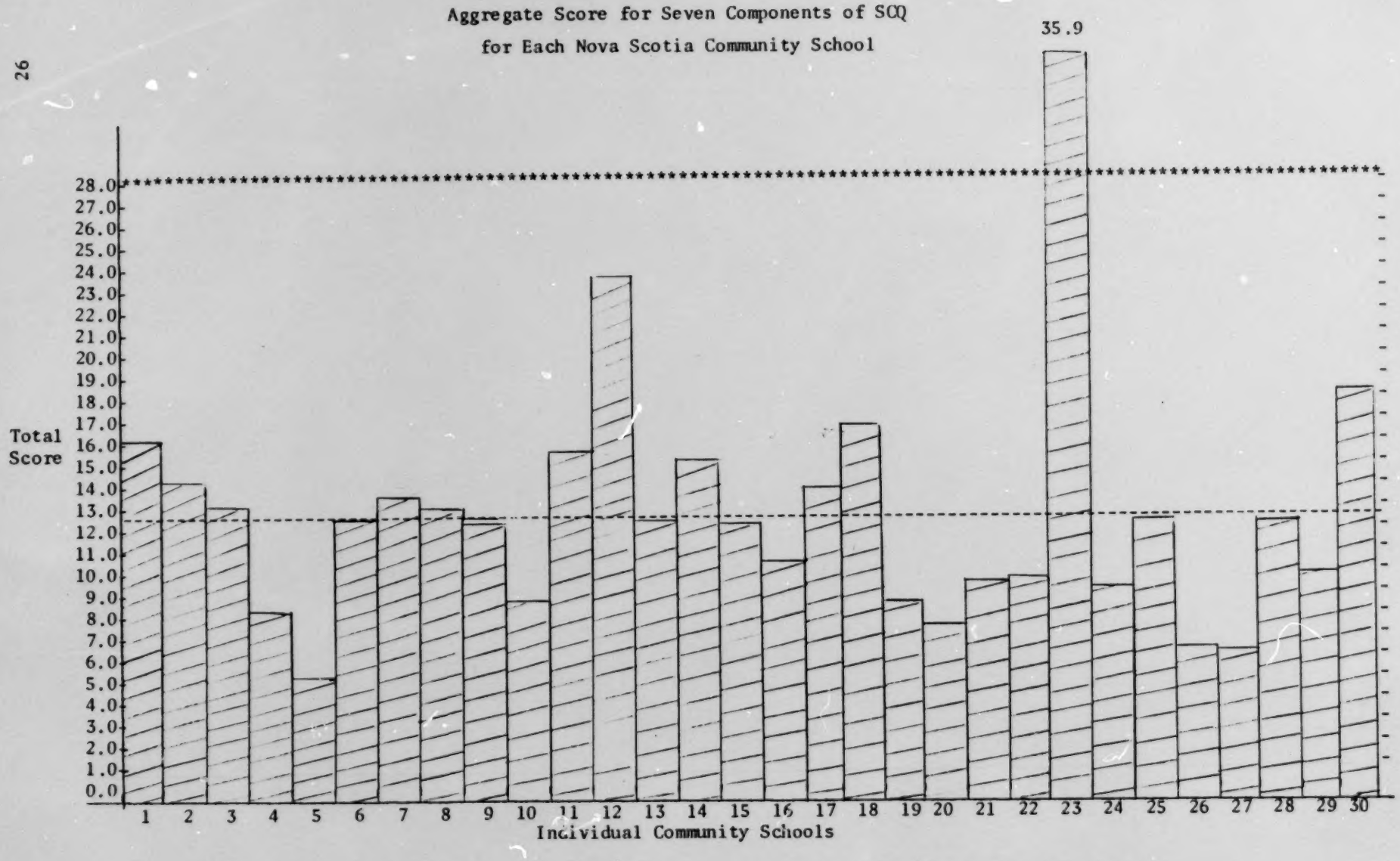
Further efforts in community education in Nova Scotia should be directed to training and providing competent community school coordinators and providing information to school boards and principals. Prestige and legitimacy for community schools are needed if development is to continue. These characteristics can be developed by training competent coordinators, providing relevant information on community education through research and information dissemination and granting adequate funds to school systems for community education.

Nova Scotia is already active in these fields. Acadia University has plans for educating coordinators, the Atlantic Institute of Education has already provided and hopes to continue to provide funds and personnel for research and information dissemination, and the Nova Scotia Department of Education provides direct funding to community schools. The future for community education in Nova

1. One school accumulated a total of 35.9 points on the SCQ, well above the model community school score.

Figure 8

Aggregate Score for Seven Components of SCQ
for Each Nova Scotia Community School



---Mean Score for Nova Scotia Community Schools

***Model Community School Score

Scotia appears positive.

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APPENDIX I

THE SCHOOL-COMMUNITY QUESTIONNAIRE

SCHOOL-COMMUNITY QUESTIONNAIRE

by

Keith C. Sullivan, Ph.D.

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SCHOOL-COMMUNITY QUESTIONNAIRE

Instructions:

Please answer the questions in sequence and in the spaces provided. Space has been provided at the end of each section for additional comments if needed.

The majority of the questions require only a short written answer. All other questions can be answered by placing a check mark in the box [✓] beside the answer which best describes the situation in your school.

For questions which account for a time period of ONE WEEK or ONE MONTH, please relate your thoughts and answers to A TYPICAL WEEK OR MONTH OF THE SCHOOL YEAR IN WHICH THE SCHOOL IS IN FULL (NORMAL) OPERATION. Answer ALL QUESTIONS UNLESS OTHERWISE INSTRUCTED on the Questionnaire.

Section 1 - General Information

1.1 Name of School _____

1.2 Grade levels in school
(circle appropriate grades) . Grades 1 2 3 4 5 6 7 8 9 10 11 12

1.3 Number of facilities in the school or on the school grounds . . . . . Actual Number

(1)	Regular Classrooms	_____
(2)	Libraries	_____
(3)	Gymnasiums	_____
(4)	Auditoriums	_____
(5)	Home Economics Rooms	_____
(6)	Industrial Arts Rooms	_____
(7)	Laboratories	_____
(8)	Cafeterias	_____
(9)	Playing Fields (marked and equipped)	_____
(10)	_____	_____
(11)	_____	_____

1.4 Number of classes in school . . . . . Actual Number

Grades 1 - 6	_____
Grades 7 - 9	_____
Grades 10 - 12	_____

1.5 Number of daytime students in school . . . . . Actual Number

Grades 1 - 6	_____
Grades 7 - 9	_____
Grades 10 - 12	_____

1.6 Number of professional (certificated) staff in school . . _____

1.7 Number of paraprofessional staff in school . . . . . _____

1.8 Number of maintenance staff in school . . . . . _____

Additional Comments for Section 1 (if needed)

Section 2 - Joint Use of School and Community Resources

2.1 Approximately how many times are school facilities used by community members (other than school age children during regular school hours) per week? NOTE: If a room is used more than once in a week, account for it each time it is used . . . . . .

	times/week
(1) Regular Classrooms	_____
(2) Libraries	_____
(3) Gymnasiums	_____
(4) Auditoriums	_____
(5) Home Economics Rooms	_____
(6) Industrial Arts Rooms	_____
(7) Laboratories	_____
(8) Cafeterias	_____
(9) Playing Fields (marked and equipped)	_____
(10) _____	_____
(11) _____	_____

2.2 What is the approximate number of people using these school facilities identified in question 2.1 per week? NOTE: If a facility is used more than once per week account for the people using the facility each time it is used . . . . . people/week

(1) Regular Classrooms _____
(2) Libraries _____
(3) Gymnasiums _____
(4) Auditoriums _____
(5) Home Economics Rooms _____
(6) Industrial Arts Rooms _____
(7) Laboratories _____
(8) Cafeterias _____
(9) Playing Fields (marked and equipped) _____
(10) _____ _____
(11) _____ _____

2.3 Approximately how many school children per week use community facilities (other than actual school facilities) under the supervision or auspices of the regular school staff;

(1) On a regular or semi-regular basis e.g. during school hours student uses the community's library? NOTE: If a facility is used more than once per week account for the children using the facility each time it is used . . . . . students/week _____

(2) On an irregular basis e.g. students visit a local merchant or farmer in relation to their school work . . . . . students/week _____

2.4 Approximately how many people not employed by your School Board or School Committee, participate as resource people in your regular day-time school program per week; e.g. guest speakers, classroom volunteers, etc.? . . . . . people/week _____

Additional Comments for Section 2 (if needed)

Section 3 - Additional Programs for School Age Children

3.1 This question is concerned with programs for school age children (here termed "additional" programs) which take place before and after regular school hours, on weekends and during holidays. These programs could include enrichment, remedial or supplemental educational activities, as well as, sports, recreational, cultural, avocational, vocational or religious activities.

Approximately how many of these additional programs per week are under the supervision of;

(1) regular school staff and take place on or off the school property? . . . . . programs/week _____

(2) "non-school" staff (not paid a salary by your School Board or Committee) and, yet, take place on school property? . . . . programs/week _____

3.2 Approximately how many students participate per week in the programs identified in:

(1) question 3.1 (1) above? NOTE: If a program has more than one session per week, account for the students each time they attend a session. . . . . students/week _____

(2) question 3.1 (2) above? NOTE: If a program has more than one session per week, account for the students each time they attend a session. . . . . students/week _____

Additional Comments for Section 3 (if needed)

Section 4 - Programs for Adults

4.1 This question is concerned with programs for adults. These programs could include enrichment, remedial or supplemental educational activities, as well as, sports, recreational, cultural, avocational or religious activities.

Approximately how many programs for adults are being held in the school or on the school grounds per week? . . . . . programs/week _____

4.2 Approximately how many adults are participating per week in the programs identified in question 4.1? NOTE: If a program has more than one session per week, account for the adults each time they attend a session . . . . . adults/week _____

Additional Comments for Section 4 (if needed)

Section 5 - Coordination of Service

5.1 Approximately how many times per week would a representative(s) from the school staff meet with a representative(s) or employee(s) of:

(1) government service agencies serving the school's community (e.g. recreation director, social worker, policeman) to discuss coordination of services? . . . . . times/month _____

(2) non-governmental service agencies (e.g. Rotary Club president, minister, 4-H Club president) to discuss coordination of services? . . . . . times/month _____

5.2 How many service agencies would be represented in the meetings accounted for in your answer to:

(1) question 5.1 (1) above? . . number of service agencies _____

(2) question 5.1 (2) above? . . number of service agencies _____

Additional Comments for Section 5 (if needed)

Section 6 - Community Involvement

6.1 How many schools are in the jurisdiction of your School Committee or School Board? Check [✓] one . . . . . .

1	☐
2 - 5	☐
6 - 10	☐
11 - 15	☐
16 - 20	☐
more than 20	☐

6.2 Provision is made for community-school interaction by having:

(1) a) a parental organization which assists the school in fund raising, providing volunteer help, etc. Check [✓] one . . . . . .

yes	☐
no	☐

b) If you have answered "yes", approximately how many times per year are meetings held? . . times/year _____

(2) a) a school advisory committee or council (other than for Early Childhood Services) which is at least partially composed of community members. Check [✓] one . . . . . .

yes ☐
no ☐

b) If you have answered "yes", approximately how many times per year does the committee or council meet? . . . . . times/year _____

6.3 If you have answered "yes" to question 6.2 (2) above, indicate the composition of the advisory committee or council by providing the number of representatives of each of the following groups . . . . . .

	Number of Representatives
(1) school administration	_____
(2) professional school staff	_____
(3) paraprofessional school staff	_____
(4) maintenance staff	_____
(5) school students	_____
(6) member of school board or committee	_____
(7) parents of the students	_____
(8) community members (other than parents of school students)	_____
(9) service agencies	_____
(10) other (specify) _____	_____

Additional Comments for Section 6 (if needed)

Section 7 - Administration

7.1 Does any staff member of the school have the promotion of community-school relations and/or the introduction of programs and course content relevant to the community and school as a definite part of his/her assignment?
Check [✓] one . . . . . .

yes ☐
no ☐

7.2 If you have answered "yes" to question 7.1, indicate if this person has another assignment in the school and the percentage of time devoted to community-school relations. Check [✓] one in (1) and one in (2).

(1) Assignment

(a) Principal ☐
(b) Vice Principal ☐
(c) Teacher ☐
(d) Paraprofessional ☐
(e) Other (specify) ☐

_____

(2) Percentage of time devoted to community school relations

(i) less than 25% ☐
(ii) 25 - 50% ☐
(iii) 51 - 75% ☐
(iv) more than 75% ☐

7.3 If financial support has been provided in your school budget for facilitating a school-community program, over and above the regular program, indicate the approximate amount allocated per year;

(1) for personnel salaries dollars _____

(2) for capital expenses dollars _____

(3) for operating expenses (excluding personnel salaries) dollars _____

7.4 What was the source of the financial support indicated in the answer to question 7.3?
Check [✓] one . . . . . .

(1) school board or committee ☐
(2) regular school budget ☐
(3) other (specify) ☐

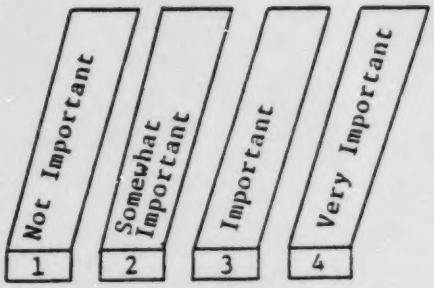
Additional Comments for Section 7 (if needed)

Section 8 - Goals for Community Education

Check one of the four boxes following the word "ACTUAL" to record your opinion on the extent to which YOUR SCHOOL'S programs and/or organization INDICATE that this goal is IMPORTANT.

AND

Check one of the four boxes following the word "PREFERRED" to record your opinion on the extent to which YOUR SCHOOL'S programs and/or organization SHOULD INDICATE that this goal is IMPORTANT.



GOALS

8.1 Considers a relevant regular academic daytime program for students important.

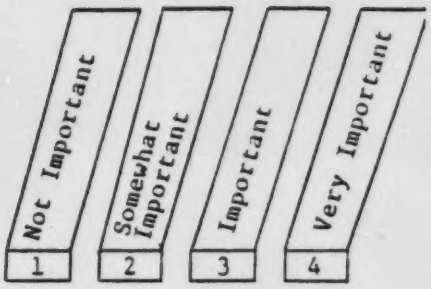
ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

8.2 Makes full use of human community resources to enhance the academic daytime program.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐



GOALS

8.3 Encourages staff to involve students in real life community activities beyond the usual classroom program

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

8.4 Adapts school facilities to multiple use for persons of all ages.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

8.5 Makes full use of community facilities (other than school facilities) to provide a comprehensive educational program for the community.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

8.6 Considers relevant programs for children, other than the regular academic daytime program, important.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

8.7 Considers relevant programs for adults important.

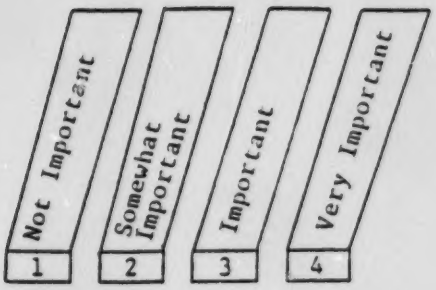
ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

8.8 Provides initiative and leadership in planning and implementing community projects.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐



GOALS

8.9 Prevents duplication of services by co-ordinating activities with other agencies in the community.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

8.10 Prevents lack of services by co-ordinating activities with other agencies in the community.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

8.11 Involves all people concerned (or at least representatives) in planning programs and activities. This particularly refers to lay and student involvement in decision-making.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

8.12 Provides opportunities for community lay people to assume leadership roles in the community.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

8.13 Develops means of evaluating the extent to which the programs or processes are meeting the previously set goals.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

APPENDIX II

EXPLANATION OF

THE SCHOOL-COMMUNITY QUESTIONNAIRE

EXPLANATION OF

THE SCHOOL-COMMUNITY QUESTIONNAIRE

by

Keith C. Sullivan, Ph.D.

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Background and Rationale

The concept of community schools is complicated and sometimes difficult to understand. This questionnaire was designed to assist people in operationalizing the concept of community schools and evaluate community schools. By working through the questionnaire and applying it to any school, a person should get a clear idea of how that school compares to a realistic model community school.

According to the community school literature, seven components are considered necessary to community school education programs. The first six components were first outlined by Jack Minzey[1] and the seventh component was introduced because much of the recent literature suggests that community school education cannot be pursued with great vigour or success without a shift of the administrator's duties to community relations. The seven components, as outlined below, form the basic framework for the questionnaire. The questionnaire helps you operationalize and evaluate your school on these seven components.

1. Joint use of school and community facilities;
2. Regular grade 1 - 12 program with particular emphasis on relating the curriculum to the local community;
3. Additional programs for school age children;
4. Programs for adults;
5. Delivery and coordination of community services;
6. Community involvement in decision-making;
7. Administration.

If a school scores four points on each of the seven components and, therefore, 28 points on the total questionnaire, the school is considered to be a well developed community school. It is possible to score more than four points on any one component because the questionnaire is designed to emphasize the optimum community school and not the best possible community school

1. Minzey, Jack. "Community Education - Another Perception", Community Education Journal, May/June, 2-7, 1974.

EXPLANATION OF THE SCHOOL-COMMUNITY QUESTIONNAIRE

An explanation of the School-Community Questionnaire (SCQ) with respect to each section and method of scoring is presented in the following discussion. Many of the scores are presented on a proportional basis, in relation to the number of teachers or students. This permitted a more equitable distribution of points for schools of all sizes.

Section 1 - General Information

Section one was designed to collect general information on each school. If the rationale for asking these questions is not presently clear to the reader, clarification will be found in the explanations of the remaining sections.

1.1 Name of School _____

1.2 Grade levels in school (circle appropriate grades). Grades 1 2 3 4 5 6 7 8 9 10 11 12

1.3 Number of facilities in the school or on the school grounds . . . . . .

		Actual Number
(1)	Regular Classrooms	_____
(2)	Libraries	_____
(3)	Gymnasiums	_____
(4)	Auditoriums	_____
(5)	Home Economics Rooms	_____
(6)	Industrial Arts Rooms	_____
(7)	Laboratories	_____
(8)	Cafeterias	_____
(9)	Playing Fields (marked & equipped)	_____
(10)	_____	_____
(11)	_____	_____

1.4 Number of classes in school. . . . . .

	Actual Number
Grades 1 - 6	_____
Grades 7 - 9	_____
Grades 10 - 12	_____

1.5 Number of daytime students in school. . . . . .

	Actual Number
Grades 1 - 6	_____
Grades 7 - 9	_____
Grades 10 - 12	_____

1.6 Number of professional (certificated) staff in school . . _____

1.7 Number of paraprofessional staff in school. . . . . _____

1.8 Number of maintenance staff in school . . . . . _____

Section 2 - Joint Use of School and Community Resources and Grade 1 - 12 Program

The questions in Section 2 were designed to obtain data on two components of community school education; i.e. joint use of school and community facilities, and the 1 - 12 program.

Joint Use of School and Community Resources. Questions 2.1, 2.2 and 2.3 composed the score for the first of the two components.

2.1 Approximately how many times are school facilities used by community members (other than school age children during regular school hours) per week? NOTE: If a room is used more than once in a week, account for it each time it is used . . . . . .

	times/week
(1) Regular Classrooms	_____
(2) Libraries	_____
(3) Gymnasiums	_____
(4) Auditoriums	_____
(5) Home Economics Rooms	_____
(6) Industrial Arts Rooms	_____
(7) Laboratories	_____
(8) Cafeterias	_____
(9) Playing Fields (marked & equipped)	_____
(10) _____	_____
(11) _____	_____

The question was designed to provide information on the actual number of times school facilities were used by community members, The breakdown of facilities into classrooms, libraries, etc., was presented to clarify the question for the principal (similarly with question 1.3). Only the total number of facilities was used in the calculation of points.

Scoring: The total number of times per week that facilities were actually used (Question 2.1) was divided by the total number of facilities in the school (Question 1.3) to indicate the extent of use of available school facilities. To facilitate further reference to this proportion, it was called X_1.

Therefore, $\frac{\text{Question 2.1}}{\text{Question 1.3}} = X_1$

2.2 What is the approximate number of people using these school facilities identified in question 2.1 per week?
NOTE: If a facility is used more than once per week account for the people using the facility each time it is used . . . . . .

	people/week
(1) Regular Classrooms	_____
(2) Libraries	_____
(3) Gymnasiums	_____
(4) Auditoriums	_____
(5) Home Economics Rooms	_____
(6) Industrial Arts Rooms	_____
(7) Laboratories	_____
(8) Cafeterias	_____
(9) Playing Fields (marked and equipped)	_____
(10) _____	_____
(11) _____	_____

This question was designed to provide information on the actual number of community members using the school facilities per week. Only the total number of people was used in calculation of points.

Scoring: The total number of community members using the facilities each week (Question 2.2) was divided by the number of daytime students in the school (Question 1.5) to indicate the number of community members using the school facilities per week in relation to the size of the school (as measured by the daytime student population). To facilitate further referencing to the proportion, it was called X_2.

Therefore, $\frac{\text{Question 2.2}}{\text{Question 1.5}} = X_2$

X_2 for the hypothetical model community school would equal one, indicating that as many community members use school facilities as the number of daytime students in the school.

2.3 Approximately how many school children per week use community facilities (other than actual school facilities) under the supervision or auspices of the regular school staff;

(1) On a regular or semi-regular basis e.g. during school hours student uses the community's library? NOTE: If a facility is used more than once per week account for the children using the facility each time it is used . . . . . students/week _____

(2) On an irregular basis e.g. students visit a local merchant or farmer in relation to their school work . . . . . students/week _____

This question was designed to determine the number of daytime students using community facilities per week.

Scoring: The total number of students marked in parts (1) and (2) of Question 2.3 was divided by the total number of daytime students in the school (Question 1.5) to indicate the extent that the school students utilized community facilities during school hours. To facilitate further reference to the proportion, it was called X_3.

Therefore, $\frac{\text{Question 2.3 (1) and 2.3 (2)}}{\text{Question 1.5}} = X_3$

The hypothetical model community school would have $X_3 = 1$, demonstrating that as many students use community facilities per week as the school has daytime students.

Score for first community school education component. To obtain a score for the "joint use of school and community facilities".

component of community school education (now called Y_1), the following equation was used:

$$Y_1 = \frac{4}{3} (X_1 + X_2 + X_3)$$

The scores were multiplied by 4/3 to allow the hypothetical model community school to score 4 points on this component. Therefore, this component had equal weighting with respect to the other community school education components.

Grade 1 - 12 Program. A score was obtained for the "1 - 12 program" component of community school education by using Question 2.4 and the "Actual" responses from the two goals in Questions 8.1 and 8.2.

2.4 Approximately how many people not employed by your School Board or School Committee, participate as resource people in your regular day-time school program per week; e.g. guest speakers, classroom volunteers, etc.? . . . . . .people/week _____

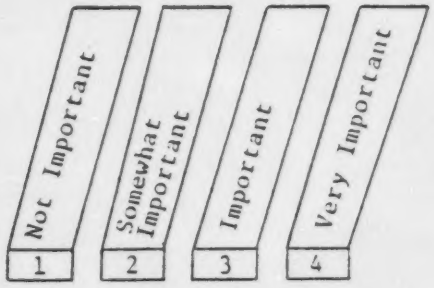
This question was designed to determine the number of resource people used in a school per week.

Scoring: To indicate the extent to which teachers utilized resource people in their classes, the answer for Question 2.4 was divided by the number of professional staff in the school (Question 1.6). To facilitate further reference to this proportion, it was called X_4.

$$\text{Therefore, } \frac{\text{Question 2.4}}{\text{Question 1.6}} = X_4$$

The hypothetical model community school would have $X_4 = 1$, indicating that the number of resource people visiting the school per

week was equal to the number of professional staff in the school.



GOALS

8.1 Considers a relevant regular academic daytime program for students important.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

8.3 Encourages staff to involve students in real life community activities beyond the usual classroom program

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

Question 8.1 "Actual" was designed to gather data on the extent to which school personnel valued academic education.

Scoring: As indicated above, the responses were coded from one tc four. The response (score) marked by the principal was divided by four to bring the score for this question in line with the scoring for the other questions. To facilitate further reference to this proportion, it was called X_5.

$$\text{Therefore, } \frac{\text{Question 8.1 "Actual"}}{4} = X_5$$

The hypothetical model school would score one point for X_5, indicating that academic education was very important in the school.

Goal 8.3 "Actual" was designed to determine the importance placed by the school on student involvement in real life community activities.

Scoring: The scoring for this question was identical to Question 8.1 "Actual" above.

In this case; $\frac{\text{Question 8.3 "Actual"}}{4} = X_6$

Score for second community school education component. To obtain a score for the "1-12 program" component of community school education (now called Y_2), the following mathematical equation was used.

$$Y_2 = \frac{4}{3} (X_4 + X_5 + X_6)$$

The scores, X_4, X_5 and X_6 were multiplied by the fraction 4/3 to allow the hypothetical model community school to score four points on this component. This allowed the second community school education component to have equal weighting with the other components.

Section 3 - Additional Programs for School Age Children

The questions in Section 3 of the SCQ were constructed to obtain data on the third dimension of community school education; i.e. additional programs for school age children.

3.1 This question is concerned with programs for school age children (here termed "Additional" programs) which take place before and after regular school hours, on weekends and during holidays. These programs could include enrichment, remedial or supplemental educational activities, as well as, sports, recreational, cultural, avocational, vocational or religious activities.

Approximately how many of these additional programs per week are under the supervision of;

(1) regular school staff and take place on or off the school property? . . . . . programs/week _____

(2) "non-school" staff (not paid a salary by your School Board or Committee) and, yet, take place on school property? . . . . programs/week _____

Question 3.1 was constructed to gather data on the number of additional programs offered for school age children.

Scoring: This question was scored by dividing the total number of programs offered by both regular school staff and "non-school" staff, by the number of professional staff in the school (Question 1.6). This gave an indication of the number of additional programs offered to the children in relation to the size of the professional staff. To facilitate further reference to this proportion, it was called X_7.

$$\text{Therefore, } \frac{\text{Question 3.1 (1) and 3.1 (2)}}{\text{Question 1.6}} = X_7$$

The hypothetical model community school would score 1 point for X_7, demonstrating that the number of additional programs offered at the school equalled the number of professional staff members at the school.

3.2 Approximately how many students participate per week in the programs identified in:

(1) question 3.1 (1) above? NOTE: If a program has more than one session per week, account for the students each time they attend a session. . . . . students/week _____

(2) question 3.1 (2) above? NOTE: If a program has more than one session per week, account for the students each time they attend a session. . . . . students/week _____

Question 3.2 was designed to gather information on the number of students participating in additional programs.

Scoring: The question was scored by dividing the total number of participating students by the number of daytime students attending the school (Question 1.5). This proportion was called X_8.

$$\text{Therefore, } \frac{\text{Question 3.2 (1) and 3.2 (2)}}{\text{Question 1.5}} = X_8$$

The hypothetical model community school would have had $X_8 = 1$, indicating that as many children participated in the additional programs as in the school's regular daytime program.

Score for third community school education component. To obtain a score for the "additional programs for school age children" component of community school education (represented by Y_3), the following equation was employed.

$$Y_3 = 2 \ (X_7 + X_8)$$

The X_7 and X_8 scores were multiplied by a factor of two to allow the hypothetical model community school to score four points on this component of community school education. This gave the third community school education component equal weighting with the other components.

Section 4 - Programs for Adults

The two questions in Section 4 were designed to obtain data on the fourth community school education component, i.e. "programs for adults."

4.1 This question is concerned with programs for adults. These programs could include enrichment, remedial or supplemental educational activities, as well as, sports, recreational, cultural, avocational or religious activities.

Approximately how many programs for adults are being held in the school or on the school grounds per week? . . . . . programs/week _____

Question 4.1 was constructed to determine the number of programs offered at the school for adults.

Scoring: The question was scored by dividing the total number of programs offered per week to adults by the total number of professional staff in the school (Question 1.6) to bring the score in line with the size of the school. This proportion was represented by X_9.

$$\text{Therefore, } \frac{\text{Question 4.1}}{\text{Question 1.6}} = X_9$$

The hypothetical model school, scoring one for X_9, would indicate that the school offered as many adult programs as the school had professional staff.

4.2 Approximately how many adults are participating per week in the programs identified in question 4.1? NOTE: If a program has more than one session per week, account for the adults each time they attend a session . . . . . adults/week _____

Question 4.2 was designed to obtain data on the number of adults participating in adult programs at the school.

Scoring: The question was scored by dividing the total number of participating adults by the total number of daytime students in the school (Question 1.5), once again bringing the score in line

with the size of the school. This proportion was represented by X_{10}.

$$\text{Therefore, } \frac{\text{Question 4.2}}{\text{Question 1.5}} = X_{10}$$

A score of one for X_{10} would be obtained by the model community school, indicating that the number of adults attending programs at the school, was equal to the number of daytime students at the school.

Score for fourth community school education component. A total score for the component "programs for adults" (represented by Y_4), was obtained as follows:

$$Y_4 = 2 \ (X_9 + X_{10})$$

The X_9 and X_{10} scores were multiplied by a factor of two to allow the hypothetical model community school to score four points on the fourth component. This gave the fourth community school education component equal weighting with the other components.

Section 5 - Coordination of Service

The two questions in Section 5 were constructed to obtain data on the "delivery and coordination of community services" component of community school education.

5.1 Approximately how many times per month would a representative (s) from the school staff meet with a representative(s) or employee(s) of:

(1) government service agencies serving the school's community (e.g. recreation director, social worker, policeman) to discuss coordination of services? . . . . . times/month _____

(2) non-governmental service agencies (e.g. Rotary Club president, minister, 4-H Club president) to discuss coordination of services? . . . . . times/month _____

Question 5.1 was designed to determine the number of times per month school personnel met with personnel from other agencies.

Scoring: The scoring was completed by dividing the times that personnel met per month by one-third of the number of professional staff (Question 1.6) to bring the score in line with the size of the school. This proportion was designated X_{11}.

$$\text{Therefore, } \frac{\text{Question 5.1 (1) and 5.1 (2)}}{\text{1/3 Question 1.6}} = X_{11}$$

The fraction one-third was chosen with the assumption that personnel from a hypothetical model community school would meet each month with a number of agencies equal to one-third of the size of the school staff. Consequently, the model community school would score 1 point for X_{11}.

5.2 How many service agencies would be represented in the meetings accounted for in your answer to:

(1) question 5.1 (1) above? . . number of service agencies _____

(2) question 5.1 (2) above? . . number of service agencies _____

Question 5.2 was designed to obtain the number of agencies involved in the meetings referred to in Question 5.1

Scoring: A score was obtained for this question in a manner similar to the scoring for Question 5.1. The total number of agencies were divided by one-third of the number of professional staff (Question 1.6) to make the score relative to the size of the school. This proportion was called X_{12} to facilitate further reference.

$$\text{Therefore, } \frac{\text{Question 5.2 (1) and 5.2 (2)}}{\text{1/3 Question 1.6}} = X_{12}$$

For reasons similar to those described in Question 5.1, the hypothetical model school should score one point for X_{12}.

Score for fifth community school education component. A total score (represented by Y_5) for the community school education component "delivery and coordination of community services" was obtained as follows:

$$Y_5 = 2 \ (X_{11} + X_{12})$$

To give the fifth community school education component an equal weighting with the other components, $X_{11} + X_{12}$ were multiplied by a factor of two. The hypothetical model community school, therefore, would score 4 points on this component.

Section 6 - Community Involvement

The three questions in Section 6 were designed to obtain data on the "community involvement" component of community school education.

6.1 How many schools are in the jurisdiction of your School Committee or School Board? Check [✓] one . . . . . .

1	
2 - 5	
6 - 10	
11 - 15	
16 - 20	
more than 20	

Question 6.1 was constructed to determine the size of the jurisdiction in which the school was located. If the principal answered that his/her school was the only school in the board's jurisdiction, a score of one was allocated (designated X_{13}). All other answers were scored as zero. The rationale for this scoring

was that a "one-board-one-school" situation was the same as having a community school advisory committee.

6.2 Provision is made for community-school interaction by having:

(1) a) a parental organization which assists the school in fund raising, providing volunteer help, etc. Check [✓] one . . . . . yes ☐ no ☐

b) If you have answered "yes", approximately how many times per year are meetings held? . . times/year ____

(2) a) a school advisory committee or council (other than for Early Childhood Services) which is at least partially composed of community members. Check [✓] one . . . . . yes ☐ no ☐

b) If you have answered "yes", approximately how many times per year does the committee or council meet? . . . . . times/year ____

The first portion of this question was designed to determine if a school had a parent organization and the vitality of the organization, if one existed.

Scoring: Question 6.2 (1) b) was scored by dividing the number of times per year that the organization met, by 12 months. This proportion was called X_{14} for ease in further reference.

$$\text{Therefore, } \frac{\text{Question 6.2 (1) b)}}{\text{12 months}} = X_{14}$$

The hypothetical community school would score one point for X_{14} as the parent organization would meet once per month.

The second portion of Question 6.2 was constructed to ascertain, first, if the school had an advisory committee and, second, the activeness of the committee, if one existed.

Scoring: Question 6.2 (2) b) was scored (X_{15}) in exactly the same manner as the first portion of the question, and the hypothetical model community school would score one point.

Therefore, $\frac{\text{Question 6.2 (2) b)}}{\text{12 months}} = X_{15}$

6.3 If you have answered "yes" to question 6.2 (2) above, indicate the composition of the advisory committee or council by providing the number of representatives of each of the following groups . . . . . .

	Number of Representatives
(1) school administration	_____
(2) professional school staff	_____
(3) paraprofessional school staff	_____
(4) maintenance staff	_____
(5) school students	_____
(6) member of school board or committee	_____
(7) parents of the students	_____
(8) community members (other than parents of school students)	_____
(9) service agencies	_____
(10) other (specify) _____	_____

Question 6.3 was designed to determine the composition of the advisory committee, if one existed.

Scoring: The scoring (X_{16}) was completed by assigning 0.2 points for each one of the 10 categories of people represented on the committee (disregarding the number of representatives). The

hypothetical model community school would have a representative from each category and, therefore, would score two points on this question.

Score for sixth community school education component. A total score (represented by Y_6) for the community school education component "community involvement," was obtained as follows:

$$Y_6 = X_{13} + X_{14} + X_{15} + X_{16}$$

The hypothetical model community school would score four points on this component if it was not the only school in the board's jurisdiction.

Section 7 - Administration

The questions in Section 7 were designed to obtain information on the "administration" component of community school education. Because very few schools responded to Questions 7.3 and 7.4 indicating that financial support was available, these two questions were not used in the scoring.

7.1 Does any staff member of the school have the promotion of community-school relations and/or the introduction of programs and course content relevant to the community and school as a definite part of his/her assignment?
Check [✓] one . . . . . .

yes ☐
no ☐

Question 7.1 was designed to find if a staff member in the school had been formally assigned to promote community-school relations.

Scoring: A score (X_{17}) of one point was given for a "yes" answer and a score of zero for a "no" answer. The hypothetical model community school would have a person to promote school-community relations and would obtain a score of one point for the question.

7.2 If you have answered "yes" to question 7.1, indicate if this person has another assignment in the school and the percentage of time devoted to community-school relations. Check ✓ one in (1) and one in (2).

(1) Assignment		(2) Percentage of time devoted to community school relations	
(a) Principal	☐		
(b) Vice Principal	☐	(i) less than 25%	☐
(c) Teacher	☐	(ii) 25 - 50%	☐
(d) Paraprofessional	☐	(iii) 51 - 75%	☐
(e) Other (specify)	☐	(iv) more than 75%	☐
_____			

Question 7.2 was constructed to determine the amount of administrative time devoted to school-community relations.

Scoring: Only the second portion of the question, 7.2 (2) was used in the scoring. The categories were assigned the following numbers; (i) = 1, (ii) = 2, (iii) = 3 and (iv) = 4. These numbers were divided by four to obtain the complete score for Question 7.2, designated X_{18}.

Therefore, $\frac{\text{Question 7.2 (2)}}{4} = X_{18}$

The hypothetical model community school would score one point on this question, indicating that a person in the school devoted their entire working time to promoting school-community relations.

Score for seventh community school education component. A total score (represented by Y_7) for the community school education component "administration" was obtained as follows:

$$Y_7 = 2 \ (X_{17} + X_{18})$$

To give the seventh community school education component an equal weighting with the other components, $X_{17} + X_{18}$ were multiplied by a factor of two. The hypothetical model score, therefore, would score 4 points on the component.

Total score for School-Community Questionnaire

The total score for the SCQ was obtained by addition of the scores of the seven community school education components. Therefore,

$$\text{Total Score of SCQ} = Y_1 + Y_2 + Y_3 + Y_4 + Y_5 + Y_6 + Y_7$$

The hypothetical model community school would score 28 points on the SCQ.

APPENDIX III

LETTER TO COMMUNITY SCHOOL CO-ORDINATORS

ATLANTIC INSTITUTE OF EDUCATION

5244 South Street, Halifax
Nova Scotia, Canada B3J 1A4
Area Code 902/425-5430

Dear Community School Co-Ordinator:

During the year 1978-79, I will be working with the Atlantic Institute of Education as a Research Fellow. The area of research is in Community Schools and Community Education.

Community Schools in the Province of Nova Scotia are growing in number every year. People in the Communities are beginning to see the benefits associated with Community Schools.

You people as Co-Ordinators play an important role, not only in the operation of your school, but in giving direction for the future development of this concept in the Province of Nova Scotia.

The Community School movement in various parts of Canada and the United States has resulted in the production of films, the writing of books and articles and has been the topic for discussion at many conferences. Due to the fact that Nova Scotia is relatively new in the area of Community Education, little has been attempted to create an exchange of ideas or to assess what has happened to date.

We all know that every Community School is different and reflects the Community. With this in mind, we are conducting a survey to determine the similarities and differences which exist in the Province. The results of this survey will be discussed at planned-regional workshops on Community Education for all to benefit.

To obtain the total benefit from this survey, I am mailing it to you so you can read it over, and answer as many questions as you can at your leisure. In the near future, I hope to contact you and make an appointment for a visit; at which time we can discuss the survey and any topic of interest pertaining to Community Education and your school in particular.

Thank you very much for your time and effort. Your co-operation will be greatly appreciated. If you have any questions, please do not hesitate to write or to call. See you in the near future.

Sincerely yours,

Gordon Michael.

Gordon Michael
Research Fellow

/clf
Enclosure